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Part-time work experience and modification of curriculum were designed to help prevent students from dropping out of school. Concern was focused on the satisfactory placement of students in full-time employment if they should leave school. The program was coordinated by the Bureau of Guidance of the State Education Department. Financial assistance was granted by the state on a matching basis to enable communities to continue the project. The annual report covers all aspects of the program: pupils involved; facilities utilized; specifics, including classes taken, work experience provided, employing firms, and field trips; advisory council selection and participation; parental contacts; outcomes; comments by the students, teachers, parents, and employers; general comments; follow-up of the previous year's student participants; and expenditures involved. The program has demonstrated that potential school dropouts can be retained, if offered a program especially designed to meet their educational needs. Appended are records, forms, letters, and curriculum outlines utilized in the administration and promotion of the program.

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BUFFALO, NEW YORK

SCHOOL TO EMPLOYMENT PROGRAM

DISTRICT PROGRESS REPORT
1963 - 1964

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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July, 1964

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Guidance
Albany, New York 12224

PROGRESS REPORT

Project STEP

1963 - 1964

Name of School District Buffalo City School District

Address BOARD OF EDUCATION, City Hall, Buffalo, New York 14202

Telephone Number (include Area Code) 716 - TL6 4200 Ext. 274

Name and Title of
Person (s) Completing Report DR. LOUIS L. GITIN

Assistant Superintendent, Pupil Personnel Services

807 City Hall, Buffalo, New York 14202

Date Report Filed: _____

Signature of Chief School Administrative Officer _____

INTRODUCTION

This is the third annual Progress Report on STEP (School-To-Employment Program). The program is designed primarily to prevent drop-outs by modifying their educational curriculum and providing work-experience; it is also concerned with the satisfactory placement of these students in full-time employment should they leave school.

STEP is coordinated by the Bureau of Guidance of the State Education Department. The State grants financial assistance on a matching basis to enable communities to continue this special project. In 1962, the legislature amended the Education LAW to permit school districts to establish school-to-employment programs. The Regulations of the Commissioner of Education governing STEP were approved by the Board of Regents.

The format for this report is patterned from the structure recommended by the Bureau of Guidance.

I N T R O D U C T I O N

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BOARD OF EDUCATION
BUFFALO, NEW YORK

District Progress Report
School to Employment Program
1963-64

A. PUPILS

1. From whom do the initial referrals of pupils for STEP come?

Recommendations from the Guidance Counselors, Assistant Principals and Principals, Teachers and self referrals by students.

2. What criteria (e.g. I.Q., school achievement, attendance, deportment, economic need) are used in the selection of pupils for STEP, other than the prospect of dropout? For each of these criteria, what standard (e.g., minimum I.Q. 75) is applied in determining inclusion or exclusion?

See Appendices A and B for Prediction of Early School Leavers and Checklist Form.

NOTE: Each student must meet at least five areas of the selection criteria. (Minimum I.Q. is 75)

3. Who makes the final decision on the selection of pupils for STEP?

Final decision on candidates is made by the principal in conference with the Teacher-Co-ordinator.

4.a) What is the total number of pupils who received some STEP training (at least 4 weeks) during the school year?

(a) 98

b) What was the total number of pupils who started in the program at the beginning of the year?

(b) 68

B. FACILITIES

1. Does the Program have a special office or classroom exclusively for its use?

Yes X : No _____ : Other, explain:

2. Is the teacher-coordinator provided with a telephone? Yes X No _____

3. Are there any special features about the facilities provided that help or hinder the operation of the program in any particular way? If so, give details.

Unit I* Facilities are adequate to meet the needs of the program. The room has moveable desks which, when arranged in a circle, help to provide a different appearance from the ordinary classroom. Moreover, the room is so situated that it permits absolute privacy for individual counseling and parent interviews.

Unit II* Facilities tend to be somewhat inconvenient and not too readily accessible for students or convenient to office records. Office is located in a remote area.

Unit III* Office is not too suitable for satisfactory individual counseling or parental conferences, resulting from the sharing of the office.

Unit IV* Units III and IV are convenient to the main office and accessible to records.

C. PROGRAM

1. Instructional program

a. How many periods a week does each STEP group meet with the teacher-coordinator?

Five periods each week per unit.

b. Are the daily group sessions with the teacher-coordinator devoted exclusively to work orientation? If not, what other types of instruction do they include?

No.

Academic Relationships, Career Planning; Personal Inventory, Review of Subject matter, etc.

NOTE: Please consult Appendix C for outline of instructional progra

c. List all topics covered by the teacher-coordinator in the group sessions. Indicate materials considered especially useful.

Please consult Appendix D for topics covered under this item.

d. How many periods on an average, a week, does each STEP group spend in the regular school program?

Each STEP group spends 15 periods in the regular school program.

*Unit I Fosdick-Masten Vocational
Unit II Lafayette High School
Unit III Genesee-Humboldt Junior High School
Unit IV East High School

e. List all regular subjects, with grade level when possible, taken by STEP pupils.

Algebra

American History I

Art

Basic Math

Business Arithmetic

Economic World

English I, II, III

General Art

General Business

General Music

General Science

Mech. Drawing I

Remedial Reading

Shop I, II

Tech. Design I

Tech Math. II

Tech. Science

Tenth Year Math

World History

2. Work Experience

a. How many periods a week are STEP pupils at their work stations while school is in session?

STEP pupils are at their work stations 15 periods a week while school is in session.

b. Provide information on all work stations in school and other public employment as follows:

(SEE FOLLOWING PAGE FOR INFORMATION)

b. Work station in School and other Public Employment.

NAME OF EMPLOYING AGENCY	JOB TITLE	NUMBER OF PUPILS	
		Boys	Girls
1. Buffalo Board of Education			
a. City Hall	Mail Clerk	1	
	Audio Visual Helper	2	1
b. East High School	Cafeteria Helper	1	
c. Emerson Vocational High School	Cafeteria Helper	2	
d. Fillmore Junior High	Office Aide		1
e. Genesee-Humboldt Junior High	Cafeteria Helper	1	
	Library Helper	1	
	Office Aide		1
f. South Park High School	Library Helper		1
g. School #31	Office Aide		1
h. School #36	Office Aide		1
i. School #37	Office Aide		1
j. School #39	Office Aide		1
k. School #40	Office Aide		1
l. School #85	Office Aide		1
m. School-Dental Hygienist	Dental Assistant		4
n. Warehouse	Labor helper	2	
**********			
2. Delaware Labor Center	Labor helper	6	
3. Hennepin Park Community Center	Recreation Aide	1	
4. Humboldt Green House	Greenhouse Laborer	3	
5. Jubilee Recreation Center	Jr. Recreation Aide	3	
6. Neighborhood House #1	Jr. Recreation Aide	1	
7. Police Athletic League (PAL)	Jr. Recreation Aide	2	
a. Austin P.A.L.	Jr. Recreation Aide	2	
b. Carnivale P.A.L.	" " "	2	
c. Jefferson P.A.L.	" " "	2	
d. Kensington P.A.L.	" " "	1	
8. Police Headquarters	Office Aide	2	2
9. Senior Citizens Centers			
a. Lakeview	Jr. Recreation Aide	1	1
b. Richard Carnival	" " "	2	1
c. Richmond	" " "	1	1
10 Zoological Gardens	Labor Helper	11	

c. Provide information on all work stations in private employment as follows:

NAME OF EMPLOYING FIRM	JOB TITLE	Number of Pupils	
		Boys	Girls
1. Sears Roebuck Company	Stock-room Boy	1	
2. Neighborhood House	Nursery School Asst.		1(W,F)
3. Kleinhan's Dept. Store	Stock-room Boy	1	
4. Coral Collision	Maintenance Helper	1	
5. Zacki Collision	Maintenance Helper	1	

NOTE: Most students were involved in job rotation.

2. d. What criteria, if any, were established for acceptance of a work station as appropriate for STEP Pupils?

Criteria for acceptance of work station are reported in Appendix E.

e. For approximately how many weeks on the average are pupils employed? What is the smallest number of weeks of employment for a pupil? The largest number?

Average number of weeks pupils were employed	36
Smallest number of weeks pupils were employed	2
Largest number of weeks pupils were employed	37

Those in program at least 20 weeks are as follows:

Unit	I	14
Unit	II	15
Unit	III	16
Unit	LV	16

f. On the average, about how often was each work station visited by the teacher-coordinator for pupils at a work station for more than 4 weeks?

Once every 2 weeks.

g. About how often is each pupil rated by his employer for STEP purposes? What characteristics are rated?

Once a month. Each pupil is rated by his employer. The rating sheet by employers is to be found in Appendix F1 and F2.

3. Specify staff positions assigned to STEP, as follows:

Position	Number Full Time	Number Part-Time
Regular Teachers	0	0
Guidance Counselors		4
School Psychologists		3
Remedial Reading Teacher		1 (Unit III)
STEP Teacher-coordinators	4	
OTHER		
Attendance Teacher		
Visiting Teacher		
Psychiatrist		
Nurse		
Doctor		

NOTE* All of these people have been assigned to STEP and were utilized at various times in the STEP program when the need arose.

4. List the areas of education for which the teacher counselor is certified.

Unit	I	Math. & Science
Unit	II	Social Studies; Guidance, Sec. Administration & Supervision
Unit	III	Social Studies; Guidance, " " " " "
Unit	IV	Industrial Arts

5. What criteria were used in assigning staff members to STEP?

Each STEP coordinator was selected on the basis of demonstrated success as a teacher; sensitivity to the needs and interests of children; good working relationships with teaching colleagues and administrators and parents; guidance-oriented approach; a knowledge of the world of work and experience in job placement.

6. Describe the manner in which educational specialists (psychologists, guidance counselors, etc.) assist STEP students and the number of students who received service from each specialist.

All students in the STEP program were examined by the school Doctor and Nurse before being accepted. Here deficiencies in hearing and the need for dental work were discovered and the teacher-coordinators were informed of these medical data. Some pupils were given limited working papers which were not renewed unless the necessary health care was secured. The nurse informed the pupils of the clinics where they could receive the necessary assistance.

Specialists were used as resource persons when the teacher presented certain topics. Referrals were made to the educational specialists when pupils exhibited a need for them.

Number of pupils who received services of the Specialists were:

Nurses and Doctors	98
Psychologists	6
Remedial Reading Teachers	28
Visiting Teachers	1
Guidance Counselors (Unit I)	98

7. List all field trips taken. How were experiences on these trips related to the orientation sessions?

a. Buffalo General Hospital
b. County Court
c. Continental Baking Company
d. Erie County Jail
e. Federal Reserve Bank
f. Hotel Statler-Hilton
g. Niagara Apparel Company
h. Police Headquarters
i. Sattler's Department Store
j. Y. W. C. A.
k. Western Electric Co.
l. Buffalo Evening News
m. Roswell Park Hospital

b. Field trips were utilized to point out the variety of jobs available to the high school graduate as well as the limited range for the dropout. The pupils learned about jobs they wanted to investigate further. Several students seemed to have discovered the type of work they would like to prepare for e.g. nursing, sign painting, dental hygiene.

Orientation sessions lent themselves to the discussion of what had been observed as well as the advice which was given by various Personnel Directors. In addition, the occupational Exploratory Kit had a solid basis for value to the student.

Various job levels were observed. The pupil discovered the kind of jobs they would not like. The presentation of what was expected by employers when an applicant appeared impressed the pupil and emphasized the problem of the dropout.

FIELD TRIP INFORMATION SHEET (See Appendix G)

8. Indicate the degree of cooperation with the local office of the New York State Employment Service.

The local office of the New York State Employment Service was helpful and completely cooperative when consulted. Representative presented job picture to students. Conducted class on job opportunities.

D. ADVISORY COUNCIL

1. On what basis have new members, if any, of your Advisory Council been selected?

An Advisory Council was established to assist and guide the program. This council consisted of representatives of labor, business, education, social agencies, youth organizations and employment services. The members met to discuss and evaluate the program and to offer recommendations.

2. What activities have been performed during the school year by the Advisory Council in helping the school to plan, develop, and evaluate its program?

The members of the S.T.E.P. Advisory Council recognized that there is a high rate of unemployment in the Buffalo area but advised that the co-ordinators should continue to explore with business groups possibilities of private employment for S.T.E.P. The representative from the New York State Employment Office recommended that all S.T.E.P. students, 16 and over, should be registered with his service. This would be an important procedure especially since some students do not complete their High School education and would be in the labor market.

The Advisory Council expressed the belief that work-experience should be conceived as an integral aspect of the school curriculum; that it should be made available to many more students than are presently in S.T.E.P. The Council was concerned about students in S.T.E.P. whose families are recipients of Welfare. They recommended that every student in S.T.E.P. whose family is on Welfare should be allowed to earn his stipend without corresponding deductions from the family budget allocated by the Welfare Department.

The members of the Council commended the program and emphasized that they will continue to build community support for the attainment of the goals of S.T.E.P.

E. PARENTAL CONTACTS

1. What steps were taken to secure the cooperation of parents?

An initial interview was arranged with parents by the teacher-coordinator.
Parents' Agreement Forms were signed. (See Appendix H)
Progress case reports were discussed with parents at conferences especially convened when the need arose.
Group Guidance Meeting for parents of all pupils in the STEP units were held. (See Appendix I)
Evaluations by parents were submitted through letters and standardized evaluation forms. (See Appendices J & K)

2. How regularly were parents informed of the progress of pupils in STEP other than through the usual school "report card" procedures?

Pupil Check cards were circulated once a month on the pupil's conduct, effort and work. This served as a basis for discussion during parental conferences.

3. What was the general reaction of parents to the program?

The general reaction of parents to the program was that it was very helpful in keeping the children in school. It improved their attitudes at home and gave them a better concept of the world of work.

4. On the average, for pupils in the program at least 20 weeks, how many home visits were made? - how many interviews were held at school?

(a) 19 home visits) When the
(b) 294 interviews) need arose

5.(a) List the number of meetings provided for groups of STEP parents, the purpose of each, and the percent of families represented.
(b) Mention the use of staff specialists and other resource persons at the meetings.

Number of meetings held 6

PURPOSE: Meetings were designed to orient the parents and assist them in the vocational planning aspects of the program; to familiarize them with the functions of the school; to discuss special problems; to enable them to provide greater assistance in career planning for their children.

Percent of parents represented: About 40%

6. OTHER - none

F. OUTCOMES

*1. What was the total number of pupils involved in STEP during the past school year?
Project pupils: 98
Control pupils: 64

*a. How many project pupils were removed from the program because of lack of progress" 9 pupils

*b. How many project pupils were returned to school full-time on the basis of satisfactory progress in the program?
10 pupils

*c. How many left school specifically to accept full-time employment?
Project pupils: 2
Control pupils: 0

*d. How many dropped out of school without assurance of full-time employment?
Project pupils: 6
Control pupils: 12

*e. Other, please explain:

Detention Home	2
Medical Exemption	2
State Correctional Inst.	1
U. S. Navy	1

*2. What comparisons were made between the 1963-64 STEP group and the control group? What were the principal results of these comparisons?

A comparative study between the Experimental and Control Groups of STEP was made. See Appendix L for details.

3. Were follow-up studies made of pupils who entered full-time employment and those who returned to the regular school program? If so, what were the main findings?

a. Follow-up studies were made. The main findings were:
b. Of those who returned to the full school program satisfactory adjustments were made.
Of the 2 boys who were employed, 2 are still working

4. How have actual outcomes differed from anticipated outcomes?

Actual outcome exceeded the original expectations. It was expected that fifty percent of the group would be non-dropouts. Now it appears that about 94% will remain in school.

5. The following comments made by STEP students reflect changes in attitudes and feelings toward the school, home and work.

STUDENT COMMENTS

"S.T.E.P. has helped me to understand the importance of school and how important school is in getting a good job."

* * *

"Program has helped me keep out of trouble in and out of school."

* * *

"I have a better outlook on life and the world of work."

* * *

"S.T.E.P. gave me a chance to find out what work is really like."

* * *

"Money helped pay for clothes and music lessons."

* * *

"I like school more than last year."

* * *

"I come to school more often and I am more interested in finishing school."

* * *

"S.T.E.P. has made me feel more responsible. I am now more aware of the things I should be doing."

* * *

"The money I have made in S.T.E.P. is just enough to take the financial pressure off me. I don't have to be embarrassed by asking my parents for money I know they can't afford."

* * *

"Seeing the type of unskilled work people have to do made me realize the importance of education."

* * *

(Comments from STUDENTS - Continued)

"The STEP Program has helped me to get along better with other people, and to work good and make a good impression."

* * *

"Shows how working is outside when you find a job."

* * *

"I have learned the value of being independent and doing things on my own."

"I have learned how important budgeting money is, - how it is to have and hold a job, the different requirements necessary."

* * *

"Would not want to continue in program another year because I'm missing too much of my school work and I like school, and if I want to graduate with my class I have to follow a regular schedule next year. I think one year is sufficient."

* * *

"It helped me by learning the value of money, -formed good working habits, - getting along with people.

* * *

"It has shown me what to look forward to when I really start to work for a living."

* * *

"I learned how to budget money, good working habits, manners, promptness, and responsibility."

* * *

"It has given me a better understanding of work, and working for something that you want. It has given me confidence to continue in school and finish, so that I may get a better job."

* * *

"It helped me to stay in school and I decided to stay in school, because I don't want this kind of work all my life. I know if I don't finish school I will be doing the same type of work."

* * *

"It has taught me what work is like in regular industry, and it has shown me why I should stay in school, one reason is that most employers don't want dropouts."

* * *

(Comments from STUDENTS - Continued)

"This program has made school interesting, while giving me a chance to work with other people. It has also helped me to improve my appearance by earning money to buy some things my parents could not afford.

* * *

The following observations from teachers are significant in evaluating student progress.

TEACHERS' COMMENTS

"Since joining STEP _____has shown a marked improvement academically, in punctuality and reliability. His attendance improved immediately."

* * *

"_____was a discipline problem prior to joining STEP. It was only after he became a student in STEP that he seemed to mature as if he had found something that interested him and he took interest in."

* * *

"I only wish that I could have _____for the four years that he will be in school. Academically he is slow, but for his cooperation, effort and attitude he stands out above others."

* * *

"I wish more boys could take advantage of such an opportunity, it improves their character and appearance, and their attitude toward school."

* * *

"_____seems to me to have found a good bit of direction since September."

* * *

"_____confidence in his own work has grown."

* * *

"He's probably trying harder than he ever has in his life before."

* * *

"He's reading more and his writing has improved."

* * *

"Has improved greatly in graciousness and in interest over her cynical attitude of last year."

* * *

(TEACHERS' COMMENTS - Continued)

"Encountered considerable discourtesy, but she has improved."

* * *

"Good student. She is neat and obedient. She needs encouragement."

* * *

"Has improved and proven that she wants to do well in school."

* * *

"Well-behaved and a pleasure to teach. Should continue in school."

* * *

"Has improved a great deal since September."

* * *

"Works hard, pays attention, and does her assigned work in the course."

* * *

"Sunny personality, slow and cheerful, quiet, but would be a good helper because she can follow directions and likes people."

* * *

"_____has shown some improvement since last year. She is more dependable. Her work is always neatly done."

* * *

PARENTS COMMENTS

"My only regret is that there are not more jobs available so other young men could be diverted from a life of idleness which you know can at best only lead to a blind alley."

* * *

"The work study program has made my son attend school regularly. He learned the value of money and has been banking most of it. His place of employment has taught him a great deal about planting and transplanting flowers, and he enjoys it."

* * *

"I as a father, feel, the STEP program has helped my son in a lot of ways. First, he has more pride, he's more intelligent, dresses more neatly and has become an usher in the Church. I would say all of these changes are because of the STEP Program."

(PARENTS COMMENTS - Continued)

"The STEP Program has helped my son in so many ways that it is difficult for me to single out any one. It has taught him how to manage money, keep up his appearance, and try to do better in his studies. I have six other children besides him and the STEP Program gave him a chance to become a little independent and I think he did a good job. I only wish he could stay on STEP all through High School."

* * *

""Improvement in the boy's marks alone proves he has a different outlook on life. The boy learned and is putting his earnings to good use, - paid for carfare, personal needs, and pocket money which makes him somewhat independent. He himself made out a budget for himself, which he is following to make sure his money lasts till the next pay day and to benefit or put to good use what he does receive. My personal satisfaction is from the improvement of his school marks."

* * *

"Personality improved slightly. STEP has helped_____, given her encouragement."

* * *

"I can see a great deal of difference in my daughter; she's more kind, more understanding in every way."

* * *

"_____does her chores (Saturday chores at home) without being asked."

* * *

"It helped my daughter in how money is earned for this was her first try at working, and she liked it very much."

* * *

"The value of STEP is teaching her true value of money, and the vocation of what she wants to do later in life."

* * *

"It's really helped my daughter (STEP). It has given her encouragement and she likes it a great deal."

* * *

"I think the STEP Program has helped my daughter a great deal. It gives her a sense of responsibility and it gives her more initiative to go to school because she also has a job to do, which gave her a lot of independence. She understands that money has to be spent wisely and that it doesn't come easy. She's more careful what she does with it."

* * *

"Showed_____how to get along with people."

* * *

"I think if more children got a taste of hard work they wouldn't quit school."

* * *

"The program has helped him to know how important it is to finish school."

* * *

"My son's whole outlook on life has changed. He now has a plan for the future he never spoke of before."

* * *

"I feel that STEP has helped my son over the rough spots and now he will complete High School."

* * *

"He has learned the value of money and he has learned how to manage it."

* * *

"Home is much more pleasant since we no longer quarrel about his attitude toward school."

* * *

EMPLOYERS COMMENTS

"We think so much of this pupil-employee that we wish that funds were available to employ her during the summer months. Her work performance, attitudes, and conduct have been outstanding."

* * *

"_____is a welcome addition to the SPHS library. She is not forward, but fits in very well in a strange school, strange students. She is helpful and dependable without being the least bit annoying (earlier report said "efficient but not officious"). She is well liked by the other monitors. She thinks of things to do without being told and never is ill."

* * *

"It has been a pleasure having_____work with us here and we will miss him. He is the kind of worker employers are looking for, because he has initiative, is punctual, has good manners and is appreciative when someone offers him advice."

* * *

(EMPLOYERS COMMENTS - Continued)

"I am very happy with _____ and hope I can have him back again next year. Each time I get a boy in STEP he seems to be an improvement over the last one, and _____ was exceptionally good."

* * *

"_____ was a very good employee that I think will be able to hold a job when the opportunity arrives. He gets along with others and once he is taught his responsibility it isn't necessary to check after him."

* * *

"If _____ was eligible for employment I would not hesitate to hire him immediately because once he learns what is expected of him, he requires a minimum amount of supervision."

* * *

"I can't understand this boy being a possible school dropout. He does a splendid job here."

* * *

"There has been a great change in the boy from the time he first came and now. I watched his appearance and personality improve day by day."

* * *

"He has learned to work with other people and has grown in his spirit of cooperation."

* * *

"He was like a ship without a rudder when he first came on the job with us and now he seems to know exactly where he is going."

* * *

G. PROBLEM

1. What have been the major difficulties encountered in the operation of the Project?

Lack of vocational subjects
Finding opportunities for private employment
Stipends were deducted from Welfare recipients
Patterns of academic failure were at times too deeply ingrained to effect changes in academic outlooks
Difficulty in promoting interest in home study because of low parental expectations, impoverished cultural environment and lack of physical facilities conducive to study
Lack of parental cooperation and poor example made by parents

2. How do you plan to overcome the difficulties?

Change in curriculum to include more vocational subjects.
Further conferences with Welfare Administrators regarding stipends.
A brochure is being distributed among business, labor and community leaders.
Civic businessmen meetings to promote job opportunities.

3. What kinds of assistance do you need most?

Clerical assistance; uniform curriculum; remedial reading help; more diversified and flexible curricula for adaption to individual differences of STEP students.

H. GENERAL

1. What project activities have been least difficult to implement?

Field Trips
Use of Audio-visual materials
Presenting speakers

2. What project activities have been regarded as most worth-while by non-project personnel in the district?

Projects considered worthwhile by non-project personnel were the Field Trips.

3. What project activities have been considered most helpful by participating pupils? by parents?

a. High school visitations; competition for jobs; films; filmstrips especially, How To Study; field trips and work experience.
b. Gaining of work experience; vocational guidance developing a goal; better ability to meet people; emphasis on study, better home relationships and greater academic success.

NOTE: Items evaluated on the Parent Evaluation Form.

4. What project approaches and techniques, if any, have been adopted by other district schools not participating in the project?

Other school districts not participating in the project have been in communication with the Supervisor of the STEP Program in Buffalo to ascertain effective methods of modifying curricula to meet the needs of the dropout prone pupils. They were particularly interested in the work-experience phase of STEP for this type of student.

*5. What changes in the district's classroom instruction, curriculum or materials have been effected this year as a result of the project?

No specific changes were observed by the co-ordinators. They do recognize, however, that individual teachers have attempted to be more flexible in the presentation of classroom material as a result of the STEP Project in their school.

6. What special approaches or techniques, if any, have been developed for establishing effective cooperation among staff members in assisting STEP students?

Administrators explained the program to the various faculties when each unit was introduced. A key factor in the success of the program was the acceptance and support given by the principal of the school. Special talks were given by the co-ordinators to the faculty. Individual conferences with each teacher were held frequently. General information about the students ability and needs were given to promote a better understanding of the students involved in STEP. Monthly Pupil Check Cards were circulated and conferences arranged. In addition, every effort was made in the Program to promote the necessary cooperation of the pupils in their classes. Teachers were kept informed of any activities which involved any of their students. The cooperation of the faculties in each school was excellent.

7. With what other districts, if any, have your project representatives been in touch for purposes of project demonstration, observation, or the exchange of information? Give details. (Indicate districts that have visited your project and districts your personnel have visited.)

None.

*8. In general, what major changes or accomplishments have occurred relative to the project during the past year?

(1) 14 Junior High School students in STEP were accepted into selective Vocational School program. (This is unusual).

(2) Private employers were so well pleased with students in STEP that they are keeping them on for summer employment.

(3) Two girls in the program who left school returned to STEP and plan to attend school full-time next year.

(4) More pupils enrolled in S.T.E.P.

(5) Summer jobs have been found for more students. This has helped to make the program more meaningful.

(6) Buffalo's Downtown Business Association is conducting meetings to determine how they can help in this program.

(7) Buffalo's Junior Chamber of Commerce has added STEP job-finding problem to their Educational Committee.

*9. What steps or plans have been initiated by the districts to continue or expand desirable project activities after completion of the demonstration phase?

The district recognizes that work-experience should be an integral part of the curriculum for many students. Of necessity, STEP offers this program to a relatively small number of students. Continual efforts will be made to provide for work-co-ordinators to supervise programs designed to encourage students to com-

I. FOLLOW-UP OF 1962-63 STUDENTS

Since the inception of STEP, districts have been advised of our intention to examine the status of students one year following their association with the project. Accordingly, please complete the table below for the 1962-63 active (STEP) group and their control group.

	Active			Control		
	Total	M.	F.	Total	M.	F.
*1. Total number of pupils ever in group in 1962-63	79	62	17	62	45	17
*2. Number now in district normal school program	41	35	6	24	20	4
a. making satisfactory progress (behavior and academic)	36	31	5	19	16	3
b. making unsatisfactory progress (behavior and academic)	5	4	1	5	4	1
c. quality of progress unknown	0	0	0	0	0	0
*3. Number now in school in other districts	3	3	0	2	2	0
*4. Number out-of-school	38	27	11	34	21	13
a. employed	8	7	1	5	4	1
b. unemployed	18	15	3	14	12	2
c. employment status unknown	6	2	4	8	0	8
d. married	3	0	3	2	0	2
e. Armed Services	1	1	0	3	3	0
*5. Other (give details at end of report)	1	1	0	2	2	0
*6. No information	1	1	0	2	2	0

* Elmira Reformatory

* Long Island Rehabilitation Camp

* Erie County Jail

J. Expenditures (1963-64)

1.	Total amount of funds spent for project	$ 58,250.24
2.	Total amount of funds requested for reimbursement.	$ 29,150.12
3.	Total amount of local funds spent for project.	$ 29,150.12
4.	Average per pupil cost for project: total project costs ("1" above) divided by number of pupils.	$ 594.39

SUMMARY

STEP has been in existence for only 3 years, but has achieved considerable success toward the fulfillment of its objectives. It has demonstrated that the potential school dropout could be retained by offering him a program especially designed to meet his educational needs. It recognizes the necessity of adapting the academic work to the level of interest and ability of each student; to provide work experience under supervision to enable the student to earn money while attending school and to develop attitudes essential to the success in school and on the job. The combination of a small group of students under the skilled and sensitive direction of a full-time teacher-coordinator accounted, to some extent, for wholesome attitudinal changes by the dropout-prone pupils. STEP represents a shared enterprise involving the school, the home and the community in re-directing the educational and vocational objectives of the students in the program.

STEP served a relatively small number of pupils. With greater financial support, more potential school dropouts could be salvaged by being part of this challenging program.

APPENDIX A

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Prediction of Early School Leavers

1. Name (Print) _____
Last First Middle Initial

2. Age _____ Date of Birth _____
Month Day Year

3. School _____

4. Date _____

5. Grade _____ Certificate ( ) Diploma ( )

6. Name the other schools you have attended up to 7th Grade.

7. My parents: (Check one)

_____ (a) Will probably insist that I finish high school
_____ (b) Will let me decide
_____ (c) Want me to leave school at the age of 16
_____ (d) Other (please mention)

8. Which of the following best describes how you feel about school? (check one)

_____ (a) very well satisfied
_____ (b) satisfied
_____ (c) about half & half
_____ (d) dissatisfied
_____ (e) very much dissatisfied

9. As far as you can see now, do you plan to graduate from high school? (check one)

_____ (a) Yes
_____ (b) Not sure
_____ (c) No

10. STEP Orientation

_____ (a) Interested
_____ (b) Not interested
_____ (c) Need more information

(this is a standard form used by all STEP Units)

APPENDIX B

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Name _____ Roll Call _____

Check List for Selection

Broken Home _____

Excessive Absence _____

Truancy _____

Financial Need _____

Under Agency Care _____

School Transfers _____

Frequent Change of Address _____

Home Problems _____

Subject Failures _____

Reading Retardation _____

Arithmetic Retardation _____

Dislike of School _____

Inappropriate Goal _____

Not working to capacity _____

APPENDIX C

Orientation Content

I. Orientation

A. Specific instruction on aims and objectives of S.T.E.P.
B. Development of readiness to participate in this program.
C. Definition of policies, procedures and agreements.
D. Overview of program.

II. Personal Inventory

A. Personality standards.
B. Awareness of ethical and moral standards.
C. Psychology of learning.
D. Inter-personal relationships.
E. Interests, aptitudes and abilities
F. Community responsibilities

III. Academic Relationships

A. How to study.
B. Remedial reading.
C. Value of common sense.
D. Oral expression (tape recorder)
E. Academic goals.

IV. Career Planning

A. Exploration of vocational fields.
B. Determination of individual's vocational aptitude.
C. Educational and occupational plans.

V. On the Job Training

A. Techniques of job procurement.
B. Formula for job success.
C. Supervisor - employee relationship.
D. Value of team work on the job.

APPENDIX D

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

I. ORIENTATION

1. Orientation
2. Pupil Agreement (signed and reviewed)
3. Parent Agreement
4. Pupil Evaluation (teacher)
5. Why We Work - Group Guidance

II. PERSONAL INVENTORY

*1. Know Yourself - Autobiography
2. Understanding Yourself - Problem Check List
3. Behavior and Proper Dress at School and Work
4. Interests (a) Expressed (b) Measured
5. Kuder Preference - Interest Inventory
6. Kuder Profile
7. Academic Responsibilities - Pupil Check Cards
8. Students Written Monthly Report on "STEP"
9. The Magic Word - Record
10. Greener Pastures - Record
11. A Worthy Destination - Record
12. Miracle of Your Mind - Record
13. Seed For Achievement - Record
14. Look at Yourself - Booklet
15. Who - Me? - Booklet
16. A Boy and His Physique - Booklet
17. How Am I Doing - Questionnaire
*18. Questions Boys Ask - Book
19. Self-Confidence - Group Guidance
20. Banishing Fear and Worry - Group Guidance
21. Our Sense of Humor - Group Guidance
*22. Self-Control - Group Guidance
23. How We Express Ourselves - Group Guidance
24. Relationship Between Health and Grooming
25. Proper Diet and Relationship to Job Success
26. How To Win Friends
27. How To Be Class Secretary and Class Hostess
28. How To Get Along With Your Family
*29. How To Get Along With People
*30. What Am I Made Of
*31. Where Am I Going
*32. How Am I Going To Get There
*33. How To Change Your Attitude
*34. Personality Appearance
*35. Personal Appearance
36. Appreciation: Parents etc.
37. Obligations: Parents etc.
*38. Reputation: What is it - How do we protect it?
39. Importance of Sound Moral Principles
40. How To Put Personality In Your Voice
*41. Harmful Effects of Tobacco
*42. Harmful Effects of Alcohol
*43. Habits and How They Effect Our Lives

*(Asterisk denotes items of particular usefulness)

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

III. ACADEMIC RELATIONSHIPS

1. Permanent Record Card:
   (a) Marks (b) Attendance (c) Conduct
2. How to Study
3. Setting Up A Study Schedule - Time Study Chart
4. Interpretation of Profile
*5. A Timed Test in Following Directions
*6. Library Instruction
7. The Citizen of Tomorrow - Group Guidance
8. Instruction on the Newspaper
9. Sources of Help - Group Guidance
10. Meeting New Demands
11. Problem Solving Techniques
12. How To Attack New Words
*13. How To Study - S.Q. 3R's (Survey Question - read, re-read, review
14. How To Read Maps
15. How To Listen
16. How To Prepare A Report
*17. Law-Abiding Citizenship
18. How To Achieve Success in School
19. Voting Procedures - City and State Referendums
20. Court Procedures
21. Student Government
22. Analysis of the People Who Will Help Us Achieve Success
23. Study of the People Who Will Hinder Success
24. Materials and Institutions Which Are Used by Successful People
25. Comparison of a Good Student vs Poor Student
26. Rules of Spelling
*27. Memory Development
28. How To Detect False Leadership
29. Public Speaking
*30. Creative Thinking - Brainstorming
31. Vocabulary Development
*32. Written and Unwritten Law Governing Our Conduct
33. How To Improve Your Diction
34. Current Newspaper Events

IV. CAREER PLANNING

1. Are You Looking Into Your Future - Pamphlet
*2. Occupational Exploration Kit
*3. Occupational Exploration Kit Worksheets
4. Field Trip Information Sheet
5. School or What Else - Pamphlet
6. How To Survey A Career Field - tape and filmstrip
7. Letter of Request for Free Occupational Information
8. Look At Your Future - Pamphlet
*9. High School Ahead - Booklet
10. High School Ahead - Slides and Tapes
    Vocational I - Academic II
11. Job Guide for Young Workers - Booklet
12. Vocational High School Registration Procedure
13. A Careful Vocational Choice - Group Guidance
*14. Establishment of A Goal

TOPICS COVERED BY THE TEACHER-COORDINATOR IN THE GROUP SESSIONS

V. ON THE JOB TRAINING

*1. Job Interview Procedures - Role Playing
2. Time Cards
3. Working Paper Procedures
4. Social Security Cards
5. Report of Student on Interview Results (Oral)
6. Employers Training Report on STEP Students
7. Employee's Withholding Exemption Certificate
*8. Characteristics Which Tend To Make A Person Unemployable
9. Accident Forms To Employers - Compensation
10. How To Work
*11. Bank Accounts - Budgeting
*12. Student Study of Work Application Blanks
13. Work and You - Pamphlet
14. Income Tax
15. How To Conduct An Interview
16. Punctuality and Attendance
17. Loyalty to the Employer
18. Automation
19. Study of Characteristics That Lead Toward Success
*20. How To Pick the Job That is Best For Me

FILMSTRIP TOPICS

1. Managing Your Money
2. Earning Your Money
3. Spending Your Money
4. As Others See You
5. Getting Acquainted
6. Which College For Me
7. What Do You Like To Do
8. How To Survey A Career
9. All Kinds of Careers
10. What Are Job Families
11. Let's Look at Careers
12. How To Make A Career Decision
13. How To Get A Job and Keep It
14. Jobs For High School Graduates
15. To Smoke or Not To Smoke
16. How To Study Series
    1. Study Headquarters
    2. Getting Down To Work
    3. Using A Textbook
    4. Taking Notes In Class
    5. Giving A Book Report
    6. Writing A Research Paper
    7. Reviewing
17. Making The Most of School
18. Minding Your Manners
19. Your Earning Power
20. Social Courtesy
21. Drop-out
22. You Are Growing Up

FILMSTRIP TOPICS (Continued)

24. You and Your Work
25. You and Your Parents
26. How To Develop Interests
27. By Jupiter
28. High School Is Your Challenge
29. Planning For Success
30. Fred Meets A Bank
31. U. S. Naval Academy
32. Appreciation of Your Parents
33. When I'm Old Enough - Goodbye
34. Careers In The Building Trades
35. How To Investigate Vocations
36. Developing Your Character
37. Driving At Night
38. Good Grooming and Body Care
39. Good Sportsmanship
40. Traits of Courtesy
41. Physical Fitness (Aetna Insurance Company)
42. Work of the State Trooper
43. Office Courtesy
44. Personal Health For Girls
45. Duties of a Secretary
46. Your Thrift Habits
47. Listen Well - Learn Well
48. Are You A Good Citizen
49. Developing Self-Reliance
50. Selling Yourself To An Employer
51. Your School Record Is Important
52. Nature of a Job

TOPICS-MISCELLANEOUS

The Turner-Livingston Reading Series

1. The Person You Are
2. The Money You Spend
3. The Family You Belong To
4. The Job You Get
5. The Friends You Make
6. The Town You Live In

NOTE: Each book covers an important unit of work for English, social studies, citizenship and mathematics program in junior and senior high school.

S.R.A. Booklet Related to Problem Areas

Group Counseling

a. Goals - limits
b. Role of Counselor
c. Tape Recorder
d. Group Interaction

-Library Instruction

-High School Visitations

-Field Trips

-Sessions on Subject Matter (Tutoring)

-Guest Speakers

-Testing

-Educational T.V.

Private Employment

a) Use of suggestions for developing a Job-Seeking Unit

Lead the Field - Records by Earl Nyhingalo

1) The Magic Word
2) Greener Pastures
3) A Worthy Destination
4) Miracle of Your Mind
5) Destiny in the Balance
6) Seed for Achievement
7) It's Easier To Win
8) How Much Are You Worth
9) Let's Talk About Money
10) One Thing You Can't Hide
11) Today's Greatest Adventure
12) Man In the White House

-Occupational Topics from Northeastern University

-Occupational Outlook Report Series

-Occupations Course - Guide for Teachers of Occupations Grade 7 and Grade 8

-Use of School Facilities and Resources e.g. Beauty Culture, Foods, Nursing, etc.

Films and Film Strips

Popular Science Filmstrips
Managing Your Money Series
Test - Film Department
McGraw - Hill Book Company

1. Earning Your Money
2. Spending Your Money
3. Paying Your Bills
4. Making Money Work For You
5. Borrowing Money
6. Buying Insurance

Learning to Study Filmstrips

1.	Study Headquarters	#5210
2.	Getting Down to Work	#5213
3.	Using A Textbook	#5214
4.	Taking Notes in Class	#5216
5.	Giving A Book Report	#5218
6.	Writing A Research Paper	#5221
7.	Reviewing	#5223

Filmstrips on Occupational Information

S.V.E.

Exploring the World of Work, Part I
" " " " " , Part II
" " " " " , Part III

Coronet Films

How Honest Are You?
Am I Trustworthy?
How To Keep A Job
Improve Your Personality
Personal Qualities For Job Success
Choosing Your Occupation
How To Investigate Vocations
How To Be Well-Groomed

Encyclopaedia Britannica Films

Planning Your Career
Getting A Job
Office Etiquette
Office Teamwork

APPENDIX E

BOARD OF EDUCATION
BUFFALO, NEW YORK

EMPLOYMENT CHECK SHEET

Company Name _____

Type of Business _____

Company Official _____

Location _____

Supervisor _____ Phone No._____

Hours of Employment _____

Days_____ Weeks _____

Salary _____

Is this position covered by Compensation? YES_____ NO_____

Is there any feature of this work which might be dangerous to the health or welfare of the worker? YES____ NO____

If Yes, Explain _____

_____

_____

What tools or machines are involved in the students work?

_____

_____

Are there any dues or fees to be paid by the student worker?

_____

Will the supervisor train as much as possible and at the same time impress upon the pupil the importance of a High School education? Yes _____ No _____

DATE_____ PUPIL PLACED_____

Signature_____

TRAINING REPORT

School To Employment Program

Buffalo Public Schools

Student _____ Agency _____ Work Experience _____

Supervisor _____ Hours worked this week _____ Week Ending _____

Please rate the student in the following areas by circling the appropriate item. Give your frank opinion, as the trainee wants to improve so that he will become a successful worker.

1. QUANTITY OF WORK (consider speed and amount)

   High Average Low

2. QUALITY OF WORK

   Thorough Average Poor Careless

3. DEPENDABILITY

   Always on time Reliable Regular attendance Gropes for excuses Unreliable Irregular attendance

4. INDUSTRY AND INITIATIVE

   Completes assignments promptly and efficiently
   Requires normal amount of supervision
   Does additional work without being told
   Needs constant supervision

5. COOPERATION

   Respects rules
   Indifferent
   Volunteers assistance
   Often breaks rules
   Works well with others
   Difficult to get along with

6. COURTESY

   Practices common courtesies
   Needs help with manners

7. GENERAL ATTITUDE

   Shows enthusiasm Hostile Agreeable and well-liked Is appreciative and accepts criticism

TRAINING REPORT

8. GROOMING AND HEALTH HABITS

Nails:	Clean	Neglected	
Hair:	Neat	Unkept	Suggest barber or hairdresser
Teeth:	Healthy	Offensive	Suggest physician or dentist
Skin:	Clear	Blemish	
Posture:	Good	Poor	
Make-up:	Correct	Extreme	
Shoes:	Shined	Neglected	

Daily bath, clean clothes and deodorant appear routine: (YES) (NO)

9. PERSONALITY AND OUTLOOK

Cheerful Moody Smiles Often Antagonistic Sullen Has Charm Slow Moving Indifferent

10. DEGREE OF EMPLOYABILITY

Employable Placeable with some difficulty Placeable with considerable difficulty

Unemployable Probably unemployable

Please return to _____ Teacher-Coordinator

_____ S.T.E.P.

(use reverse side for comments)

BOARD OF EDUCATION
BUFFALO, NEW YORK

APPENDIX F2

School To Employment Program

PUPIL EVALUATION BY EMPLOYER

Name (pupil) _____ Date _____

Work Station _____ Name (supervisor) _____

Job Title _____

Please check the following. Your certification of the on the job success of this pupil is necessary for him to obtain school credit.

	E.	V.G.	A.	B.A.	P.
Attitude					
Quality of Work					
Quantity of Work					
Ability to follow rules					
Attendance					
Punctuality					
Trustworthiness					
Respect for authority					

If there were an opening, and it were up to you, would you hire this pupil as a regular worker? Yes _____ No _____

If no, Why? _____

_____

_____

_____

_____

E. Excellent
V.G. Very Good
A. Average
B.A. Below Average
P. Poor

APPENDIX G

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Field Trip Information Sheet

Place visited _____

Date of trip _____ Name of Guide _____

Total number of employees _____ Men _____ Women _____

Number in factory _____ Number of Supervisors _____

Number in office _____ Number in sales _____

1. What kind of products are manufactured in the factory? _____

_____

2. What kind of skilled labor are required by this plant? _____

_____

_____

3. Are employees represented by a union? YES ____ NO ____

If yes, name of union _____

4. Describe in detail one job that you saw in operation during this field trip? _____

_____

_____

5. Did you find this trip of value in learning about one in industry? Why or why not? _____

_____

_____

6. Make a list of the jobs observed and their educational requirements.

_____

_____

_____

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

APPENDIX H

SCHOOL TO EMPLOYMENT PROGRAM

PARENT AGREEMENT

This school program has as its objective the development of interest, attitudes, habits and skills which will equip young men and women for obtaining a real goal in life.

Participants in this program are students who are mentally and physically capable of High School graduation but who, because of a lack of interest and incentive, are likely to drop out of school before they reach that objective.

Pupils can profit by this program in one of three ways:

1. Interest in school work may be generated to a point where they wish to re-enroll in their regular school course.

2. Secure a high school diploma through participation in the S.T.E.P. Program.

3. Receive training which will assist them to succeed in work of their choice.

Program Procedure:

A. Students will devote half of their school day to academic studies at _____ High School. They will attend regular classes and secure regular school credit.

B. Special part-time work will be given them for the second half of the day. For this, they will receive both school credit and remuneration.

C. A teacher-coordinator will be advising and assisting them at all times.

I UNDERSTAND THE PROGRAM AS IT IS RELATED TO MY (SON) (DAUGHTER) AND I GIVE MY PERMISSION FOR HIM TO PARTICIPATE IN IT.

Date: _____ (Signature) _____

APPENDIX I

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

Dear Parent:

Cooperation between parents and the school is an essential factor in a student's academic success.

Proper guidance performed by both the school and the parents can be of great benefit to the student in his selection of a life's career.

Tuesday, April 28, 1964 at 8:00 P.M. in Lafayette High School, 370 Lafayette Avenue, parents in the School To Employment Program will be given Guidance instruction through a lecture, "HOW TO HELP YOUR CAREER", given by S.T.E.P. Coordinator, E.J. Eagan, PH. D.

We know that you, like all parents are willing to do much to help insure your child's future. May we therefore expect to greet you on the 28th of April.

Sincerely yours,

STEP Coordinator

APPENDIX J

BOARD OF EDUCATION
BUFFALO, NEW YORK

School To Employment Program

LETTER TO PARENT

Mr. & Mrs. _____

_____ is a member of the School To Employment Program. Will you please explain on the reverse side how you feel the program has benefited _____.

If you think that the program has not been of benefit, please give your correct opinions.

Please sign your name and enclose your reply in the envelope and have _____ return this material to me.

Very truly yours,

STEP Coordinator

BOARD OF EDUCATION
BUFFALO, NEW YORK

APPENDIX K

School To Employment Program

PARENT'S EVALUATION

A parent's judgment of an educational program in which his child is participating is extremely important in determining its real value. Will you as a parent of a student in the "School To Employment Program", evaluate the program as far as your child is concerned by checking the following:

Has this program helped your child? YES____ NO____

If yes, to what extent. A great deal _____ A Little _____

If no, please tell why you think this is so. _____

_____

_____

Has his attitude towards school improved? YES____ NO____

Does he spend more time studying? YES____ NO____

Has his personality improved? YES____ NO____

Has his attitude towards his home life improved? YES____ NO____

Has he now a vocational goal? YES____ NO____

If yes, what is it? _____

_____

Is he now more careful in the selection of his friends? YES____ NO____

Has his appearance improved? YES____ NO____

Has his value of money improved? YES____ NO____

Does he talk more about what he is going to do in the future? YES____ NO____

Has his outlook on life improved? YES____ NO____

APPENDIX L

COMPARISONS

Attendance

UNIT	Possible Days Present	Actual Days Present	Percent
Unit I	2278	2125	93.2%
Control Group	2795	2505	89.2%
Unit II	4040	3851	95.3%
Control Group	1690	1270	68%
Unit III	3099	2962	95.5%
Control Group	2606	2371	90.9%
Unit IV	2285	2164	94.7%
Control Group	2262	2069	91.4%
TOTAL for 4 Units			
STEP Units	11702	11102	94.8%
Control Groups	9353	8215	86.8%

Academic Achievement

UNIT	Total Subjects Taken	Subjects Passed	Percent
Unit I	45	36	80%
Control Group	66.5	50	75%
Unit II	48	32	66.6%
Control Group	35	21	60%
Unit III	65	54	83%
Control Group	80	39	48.7%
Unit IV	54	44	81%
Control Group	65	52	80%
TOTAL for 4 Units			
STEP Units	212	166	78.3%
Control Groups	246.5	162	65.7%

Personality ratings improved significantly for STEP group.
Personality ratings changed slightly or not at all for control group.